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By-Beanblossom, Gary F.

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This report, based on the 1968 University of Washington testing and placement program for French, Spanish, German, and Latin, describes the test and placement procedures and gives the results for the 3,631 university students involved in the program. For each language, the combination of tests (Modern Language Association, Educational Testing Service, and department-constructed versions) used and the role of each test are identified. Thirteen tables, summarizing testing results, include such information as standard deviations, high school study sequence, time lapse in study pattern, tentative and final placement categories, and percentages assigned to each course. Also commented on briefly is relevant research being performed. For companion documents see ED 016 436 and ED 017 224. (AF)

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Bureau of Testing

University of Washington

March 1969

# Foreign Language Placement, Autumn Quarter 1968

Gary F. Beanblossom

During Autumn Quarter 1968, 3,631 University students took the foreign language placement examinations in French (1,343), Spanish (1,099), German (856), and Latin (333). Slightly more than one-fourth of these students (964) took exams during the spring of 1968 while high school seniors through the auspices of the Washington Pre-College Testing Program. The remainder were tested by the Bureau of Testing throughout the summer and during the Autumn Quarter 1968 In-Person Registration period. Data reported here pertain to the total group.

A brief description of placement procedures for each language follows:

## I. French

Three tests are involved in French placement. A tentative placement is determined by performance on the MLA reading and listening tests. This is converted to a final placement by interpretation of results of the departmental grammar test. MLA scores are reported as converted scores instead of raw scores since students participating in spring testing were tested with either Form LB or MB depending on the amount of high school language study. Quarter testing students were administered the LB version.

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The reading and listening converted score intervals established in 1967-68 were again used to determine tentative placements which can be adjusted in either direction through an evaluation of the grammar score, i.e., high grammar achievements result in higher final placements and low grammar achievements result in lower final placements. Grammar score placement intervals were also those used in 1967-68 when the grammar test was reduced in length from 200 items to 116 items and testing time shortened to 35 minutes. Table 6 shows the process whereby tentative placements are translated into final placements.

II. German

German placement also involves a two-stage process. The MLA reading and listening tests are used to determine tentative placements. These placements are then adjusted by reference to scores on the departmental grammar test. Unlike French, German grammar scores are used to reaffirm tentative placements or to lower them by one course.

The German department had constructed a new grammar test with two forms, L and M, for 1967-68. The cut-off scores drawn up for that year resulted in a very high percentage of students being dropped back one course from their tentative placements, particularly from 102 to 101. Cutting scores were adjusted downward for this year's placement to compensate for this problem. Even so, about one-third of the German students were placed one course below their tentative placement.

III. Latin

The ETS Cooperative Latin Test, Form L, used for the first time in 1967-68, was again administered to Latin students. The test consists of three separately timed and scored parts measuring skills in reading, vocabulary,

and grammar. The raw score for each part can be translated into a converted score by means of tables supplied by the test publisher. There is also a total converted score. Statistical data have been tabulated for all four converted scores, but only the total converted score is used in placement (see Table 13).

IV. Spanish

Spanish placement is solely determined by MLA reading and listening test scores. No changes were made from the previous year.

V. Research in Foreign Language Placement

Decisions about which tests to use, how to evaluate the scores, and what percentages of students to assign to each course in each language have been the predominant concerns of the foreign language placement program. The wisdom, or lack thereof, of the decisions related to these matters has evolved mostly from educated guesswork with little constructive feedback from students or teachers. Despite the many changes and techniques of placement one basic and persistent question remains unresolved; how effective are these foreign language placement procedures?

One reason this question has not been directly confronted is the lack of unanimous agreement regarding what constitutes "good placement." Secondly, how does one go about measuring "good placement?" Certainly course grades as a criterion leave much to be desired. Should the students themselves judge how well they have been placed? If so, what criteria do they use in formulating these judgments and furthermore are they in a position to be aware of the long range effects of placement into course A rather than course B? But, to put the matter another way, can anyone else do better?

The nonreconcilable nature of some of these problems should not deter research attempts to discover clues as to the correlates of "good placement," however defined, and furnish suggestions for improvements in the procedures.

Toward the end of Autumn Quarter 1968 students taking undergraduate courses in French, German, and Spanish were asked to fill out a questionnaire inquiring about evaluations of their own placement as well as their foreign language course background in high school and college. Since many students were not placed in their present courses by foreign language exams this will allow grade achievement comparisons between these students and those placed by tests at each course level. Course grades and Washington Pre-College information will also be obtained. This type of analysis, besides furnishing clearer and more precise notions about the problems plaguing current foreign language placement, may also uncover better methods of placing future students. It is even conceivable that future students at the University could be effectively placed without taking placement tests.

## VI. The Tables

Testing results are summarized in the following tables. Tables 1 through 4 report means and standard deviations for all tests administered in French, Spanish, German, and Latin. These statistics are categorized in terms of number of years of high school study and length of time since last high school study. The tables not only provide comparisons of achievement for students possessing varying degrees of high school language study as well as comparisons of achievement measured by the length of the delay since the previous period of formal instruction, but comparisons of various combinations of the factors as well. Toward the bottom of each table certain miscellaneous categories are included such as individuals with an odd number

of high school semesters of foreign language study, those with some college study in a foreign language, as well as those without previous formal instruction in the foreign language in which they were tested. These residual groups were not included in the subsequent tables describing the actual placement.

Table 5 is comprised of four blocks of 49 cells. Each block corresponds to a specified number of years of high school study in French. Each cell denotes a combination of interval scores on the French reading and listening tests and is lettered. The letter for a given cell is the tentative placement category that this particular combination of reading and listening scores yields. Each cell also has a pair of numbers. The number located in the left half of each cell represents the number of students (obtaining that combination of interval scores) who have had some high school foreign language instruction within the past year. The number in the right half refers to the total number having no high school foreign language instruction within the past year.

Table 6 cross-classifies the lettered tentative placement categories with grammar score intervals to obtain the final course placements found in each cell. Students having various lengths of delay falling in each of the cells are shown as before in Table 5. Table 7 reports course placement of examinees in Spanish. Tables 8 and 9 categorize the tentative and actual placements, respectively, of German examinees in much the same way as Tables 5 and 6 do for French. Here, however, tentative placement is denoted by the course number rather than a lettered category.

Tables 10, 11, and 12 tabulate the percentages of students assigned to each course for French, Spanish, and German, broken down by years of high school study and length of delay. Table 13 displays Latin placement which was devised by the Classics department.

Table 1

Means, standard deviations, and group sizes of French foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school French and length of time since last high school study in French (N = 1343)*

| | | MLA, Form B French Reading | | MLA, Form B French Listening | | Departmental French Grammar | |
|---|---|---|---|---|---|---|---|
| | N | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| One year high school: | | | | | | | |
| Total group | 32 | 147.8 | 7.1 | 150.7 | 6.8 | 66.5 | 9.4 |
| Delay of one year or more | 18 | 145.4 | 6.3 | 147.2 | 5.7 | 64.4 | 9.9 |
| Delay of less than one year | 14 | 150.7 | 7.1 | 155.1 | 5.3 | 69.1 | 8.0 |
| Two years high school: | | | | | | | |
| Total group | 496 | 148.9 | 9.3 | 149.9 | 7.8 | 65.1 | 10.6 |
| Delay of one year or more | 361 | 147.1 | 8.2 | 148.9 | 7.3 | 63.6 | 10.4 |
| Delay of less than one year | 135 | 153.7 | 10.1 | 152.6 | 8.6 | 69.2 | 10.3 |
| Three years high school: | | | | | | | |
| Total group | 321 | 160.1 | 10.3 | 158.6 | 8.6 | 72.7 | 10.8 |
| Delay of one year or more | 204 | 157.6 | 9.3 | 156.8 | 7.9 | 70.7 | 9.3 |
| Delay of less than one year | 117 | 164.3 | 10.5 | 161.7 | 8.7 | 76.1 | 12.3 |
| Four years high school: | | | | | | | |
| Total group | 301 | 171.3 | 9.4 | 169.0 | 9.7 | 82.8 | 12.8 |
| Delay of one year or more | 67 | 167.3 | 9.9 | 164.8 | 9.3 | 77.0 | 12.3 |
| Delay of less than one year | 234 | 172.5 | 8.9 | 170.3 | 9.5 | 84.5 | 12.4 |
| Other categories: | | | | | | | |
| 1 semester high school | 2 | -- | -- | -- | -- | -- | -- |
| 3 semesters high school | 24 | 150.3 | 10.5 | 150.8 | 8.6 | 65.9 | 12.9 |
| 5 semesters high school | 63 | 152.4 | 9.8 | 154.2 | 7.7 | 68.4 | 8.7 |
| 7 semesters high school | 60 | 165.0 | 7.9 | 164.0 | 8.8 | 77.0 | 10.6 |
| Some college | 18 | 168.7 | 9.7 | 165.7 | 12.2 | 86.9 | 14.2 |
| No previous schooling | 26 | 164.7 | 13.7 | 161.7 | 13.7 | 81.5 | 14.0 |

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*Scores on reading and listening are converted; scores on grammar are raw.

Table 2

Means, standard deviations, and group sizes of Spanish foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school Spanish and length of time since last high school study in Spanish (N = 1099)*

| | | MLA Form B Spanish Reading | | MLA Form B Spanish Listening | |
|---|---|---|---|---|---|
| | N | Mean | S.D. | Mean | S.D. |
| One year high school: | | | | | |
| Total group | 41 | 148.1 | 9.7 | 144.4 | 10.5 |
| Delay of one year or more | 28 | 145.7 | 5.1 | 141.8 | 5.7 |
| Delay of less than one year | 13 | 153.4 | 14.1 | 150.0 | 15.3 |
| Two years high school: | | | | | |
| Total group | 459 | 149.3 | 8.9 | 146.8 | 9.3 |
| Delay of one year or more | 363 | 148.0 | 8.1 | 145.7 | 9.0 |
| Delay of less than one year | 96 | 154.2 | 10.0 | 150.9 | 9.5 |
| Three years high school: | | | | | |
| Total group | 222 | 158.9 | 11.1 | 155.3 | 10.8 |
| Delay of one year of more | 173 | 157.5 | 10.8 | 154.1 | 10.9 |
| Delay of less than one year | 49 | 163.8 | 10.8 | 159.7 | 9.1 |
| Four years high school: | | | | | |
| Total group | 205 | 173.0 | 11.4 | 168.1 | 11.0 |
| Delay of one year or more | 46 | 170.2 | 12.2 | 166.1 | 12.9 |
| Delay of less than one year | 159 | 173.8 | 11.0 | 168.7 | 10.3 |
| Other categories: | | | | | |
| 1 semester high school | 3 | -- | -- | -- | -- |
| 3 semesters high school | 12 | 148.3 | 12.2 | 146.3 | 12.5 |
| 5 semesters high school | 70 | 151.8 | 8.9 | 150.9 | 9.1 |
| 7 semesters high school | 28 | 164.5 | 12.5 | 162.3 | 13.8 |
| Some college | 15 | 173.6 | 10.7 | 170.3 | 14.5 |
| No previous schooling | 44 | 170.0 | 17.1 | 162.9 | 15.2 |

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*Both scores are converted.

Table 3

Means, standard deviations, and group sizes of German foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school German and length of time since last high school study in German (N = 856)*

| | | MLA, Form B German Reading | | MLA, Form B German Listening | | Departmental German Grammar | |
|---|---|---|---|---|---|---|---|
| | N | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| One year high school: | | | | | | | |
| Total group | 37 | 147.0 | 10.3 | 146.1 | 9.2 | 41.2 | 18.7 |
| Delay of one year or more | 26 | 145.7 | 9.7 | 144.6 | 8.6 | 39.2 | 17.5 |
| Delay of less than one year | 11 | 149.8 | 11.1 | 149.1 | 9.7 | 45.3 | 20.3 |
| Two years high school: | | | | | | | |
| Total group | 422 | 150.4 | 9.7 | 148.4 | 9.0 | 40.6 | 13.9 |
| Delay of one year or more | 250 | 147.4 | 7.7 | 145.7 | 7.1 | 36.8 | 10.7 |
| Delay of less than one year | 172 | 154.7 | 10.7 | 152.4 | 10.0 | 46.2 | 16.0 |
| Three years high school: | | | | | | | |
| Total group | 188 | 160.0 | 11.6 | 156.9 | 10.0 | 53.8 | 18.2 |
| Delay of one year or more | 93 | 158.1 | 11.8 | 155.0 | 10.8 | 50.0 | 18.2 |
| Delay of less than one year | 95 | 162.0 | 11.1 | 158.9 | 8.8 | 57.6 | 17.4 |
| Four years high school: | | | | | | | |
| Total group | 79 | 168.7 | 10.8 | 163.2 | 10.2 | 67.2 | 16.8 |
| Delay of one year or more | 16 | 164.0 | 12.0 | 159.4 | 10.6 | 59.6 | 15.4 |
| Delay of less than one year | 63 | 169.7 | 10.2 | 164.2 | 9.9 | 69.1 | 16.6 |
| Other categories: | | | | | | | |
| 1 semester high school | 0 | -- | -- | -- | -- | -- | -- |
| 3 semesters high school | 22 | 150.2 | 9.7 | 146.4 | 7.8 | 40.4 | 11.2 |
| 5 semesters high school | 41 | 153.1 | 10.0 | 151.3 | 10.6 | 45.0 | 20.9 |
| 7 semesters high school | 16 | 161.9 | 9.9 | 158.0 | 7.2 | 50.6 | 15.5 |
| Some college | 14 | 169.9 | 9.9 | 164.5 | 11.5 | 69.0 | 20.9 |
| No previous schooling | 37 | 159.5 | 14.2 | 154.6 | 12.9 | 54.2 | 21.4 |

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 4

Means, standard deviations, and group sizes of Latin foreign language examinees tested Autumn Quarter 1968, categorized by number of years of high school Latin and length of time since last high school study in Latin (N = 333)*

| | | ETS Coop, Form L Latin Reading | | ETS Coop, Form L Latin Vocabulary | | ETS Coop, Form L Latin Grammar | | ETS Coop, Form L Latin Total Score | |
|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | S.D. | Mean | S.D. | Mean | S.D. | Mean | S.D. |
| One year high school: | | | | | | | | | |
| Total group | 7 | -- | -- | -- | -- | -- | -- | -- | -- |
| Delay of one year or more | 6 | -- | -- | -- | -- | -- | -- | -- | -- |
| Delay of less than one year | 1 | -- | -- | -- | -- | -- | -- | -- | -- |
| Two years high school: | | | | | | | | | |
| Total group | 216 | 50.6 | 9.8 | 49.0 | 7.3 | 46.1 | 7.2 | 48.3 | 8.4 |
| Delay of one year of more | 181 | 48.7 | 8.3 | 48.0 | 6.8 | 44.9 | 6.4 | 46.7 | 7.0 |
| Delay of less than one year | 35 | 60.3 | 11.1 | 53.9 | 8.1 | 52.7 | 7.5 | 56.7 | 9.7 |
| Three years high school: | | | | | | | | | |
| Total group | 55 | 57.5 | 10.6 | 55.9 | 8.6 | 52.6 | 7.3 | 56.5 | 8.8 |
| Delay of one year or more | 44 | 56.0 | 10.5 | 55.9 | 8.2 | 52.3 | 7.6 | 55.8 | 9.1 |
| Delay of less than one year | 11 | 63.3 | 8.8 | 56.2 | 9.9 | 53.7 | 6.0 | 59.5 | 6.6 |
| Four years high school: | | | | | | | | | |
| Total group | 44 | 59.0 | 10.6 | 57.6 | 7.9 | 56.0 | 7.8 | 59.1 | 9.2 |
| Delay of one year or more | 27 | 54.7 | 9.4 | 54.2 | 8.4 | 52.1 | 8.2 | 54.4 | 9.3 |
| Delay of less than one year | 17 | 61.6 | 10.5 | 59.8 | 6.7 | 58.4 | 6.4 | 62.0 | 7.8 |
| Other categories: | | | | | | | | | |
| 1 semester high school | 1 | -- | -- | -- | -- | -- | -- | -- | -- |
| 3 semesters high school | 3 | -- | -- | -- | -- | -- | -- | -- | -- |
| 5 semesters high school | 2 | -- | -- | -- | -- | -- | -- | -- | -- |
| 7 semesters high school | 4 | -- | -- | -- | -- | -- | -- | -- | -- |
| Some college | 1 | -- | -- | -- | -- | -- | -- | -- | -- |
| No previous schooling | 0 | -- | -- | -- | -- | -- | -- | -- | -- |

Note.--Statistical data were not computed for categories containing fewer than 10 cases.

*All scores are converted.

Table 5

Tentative placement of French examinees (indicated by letter categories) by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

Reading Comprehension Scores (Converted)

Listening Comprehension Scores (Converted)

One Year French

| Less than one year delay / One year or more delay | 128-142 | 143-152 | 153-160 | 161-167 | 168-171 | 172-174 | 175 + |
|---|---|---|---|---|---|---|---|
| 127-136 | - -<br>A | - 1<br>A | - -<br>B | - -<br>B | - -<br>C | - -<br>C | - -<br>D |
| 137-147 | 1 7<br>A | 1 1<br>B | - -<br>B | - -<br>C | - -<br>C | - -<br>D | - -<br>D |
| 148-157 | - 3<br>B | 4 3<br>B | 3 2<br>C | 1 -<br>C | - -<br>C | - -<br>D | - -<br>E |
| 158-164 | - -<br>B | 3 -<br>C | - 1<br>C | 1 -<br>D | - -<br>D | - -<br>E | - -<br>F |
| 165-170 | - -<br>C | - -<br>C | - -<br>D | - -<br>D | - -<br>E | - -<br>E | - -<br>F |
| 171-173 | - -<br>C | - -<br>D | - -<br>D | - -<br>E | - -<br>E | - -<br>F | - -<br>F |
| 174 + | - -<br>D | - -<br>D | - -<br>E | - -<br>E | - -<br>F | - -<br>F | - -<br>G |

Two Years French

| | 128-142 | 143-152 | 153-160 | 161-167 | 168-171 | 172-174 | 175 + |
|---|---|---|---|---|---|---|---|
| 127-136 | 1 6<br>A | - -<br>A | - -<br>B | - -<br>B | - -<br>C | - -<br>C | - -<br>D |
| 137-147 | 11 78<br>A | 21 71<br>B | 7 10<br>B | 2 -<br>C | - -<br>C | - -<br>D | - -<br>D |
| 148-157 | 6 33<br>B | 24 85<br>B | 14 29<br>C | 14 7<br>C | 1 1<br>C | - -<br>D | - -<br>E |
| 158-164 | - 2<br>B | 4 6<br>C | 7 10<br>C | 11 10<br>D | 1 4<br>D | 1 -<br>E | - -<br>F |
| 165-170 | - -<br>C | 1 -<br>C | - 2<br>D | 2 2<br>D | 1 1<br>E | - -<br>E | - 1<br>F |
| 171-173 | - -<br>C | - -<br>D | - -<br>D | - -<br>E | 1 -<br>E | 1 -<br>F | 1 -<br>F |
| 174 + | - -<br>D | - -<br>D | - -<br>E | - -<br>E | 1 -<br>F | - -<br>F | 2 3<br>G |

Three Years French

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 127-136 | - 1<br>A | - -<br>A | - -<br>B | - -<br>B | - -<br>C | - -<br>C | - -<br>D |
| 137-147 | - 4<br>A | 1 15<br>B | 5 4<br>B | 1 1<br>C | 1 -<br>C | - -<br>D | - -<br>D |
| 148-157 | 1 2<br>B | 10 31<br>B | 10 44<br>C | 8 10<br>C | 1 4<br>C | 2 1<br>D | 2 1<br>E |
| 158-164 | - 1<br>B | 4 5<br>C | 10 14<br>C | 7 20<br>D | 5 8<br>D | - 1<br>E | 5 1<br>E |
| 165-170 | - -<br>C | 1 2<br>C | - 4<br>D | 12 10<br>D | 6 7<br>E | 1 3<br>E | 4 3<br>F |
| 171-173 | - -<br>C | - -<br>D | - -<br>D | - 1<br>E | 2 1<br>E | 2 1<br>F | 8 1<br>F |
| 174 + | - -<br>D | - -<br>D | - -<br>E | - -<br>E | - -<br>F | 1 -<br>F | 7 3<br>G |

Four Years French

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 127-136 | - -<br>A | - -<br>A | - -<br>B | - -<br>B | - -<br>C | - -<br>C | - -<br>D |
| 137-147 | - -<br>A | - 2<br>B | - 1<br>B | - -<br>C | - -<br>C | - -<br>D | - -<br>D |
| 148-157 | - 1<br>B | 4 3<br>B | 11 4<br>C | 9 3<br>C | 3 2<br>C | 4 1<br>D | - 1<br>E |
| 158-164 | - -<br>B | 4 -<br>C | 2 5<br>C | 6 5<br>D | 4 2<br>D | 8 -<br>E | 6 2<br>E |
| 165-170 | - -<br>C | - -<br>C | 3 1<br>D | 18 2<br>D | 6 1<br>E | 10 1<br>E | 18 7<br>F |
| 171-173 | - -<br>C | - -<br>D | - -<br>D | 3 1<br>E | 7 2<br>E | 6 4<br>F | 17 3<br>F |
| 174 + | - -<br>D | - -<br>D | - -<br>E | - -<br>E | 5 3<br>F | 14 4<br>F | 66 6<br>G |

Table 6

Course placement of French examinees by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

Tentative Placement Categories

French Departmental Grammar Scores

Less than one year delay / One year or more delay

One Year French

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 0-56 | - 3<br>101 | - 1<br>101 | - -<br>102 | - -<br>102 | - -<br>103 | - -<br>103 | - -<br>201 |
| 57-62 | 1 3<br>101 | 2 -<br>102 | 1 -<br>102 | - -<br>103 | - -<br>103 | - -<br>201 | - -<br>201 |
| 63-67 | - 1<br>102 | 1 1<br>102 | - 1<br>103 | - -<br>103 | - -<br>201 | - -<br>201 | - -<br>202 |
| 68-74 | - 1<br>102 | 2 3<br>103 | 3 -<br>103 | - -<br>201 | - -<br>201 | - -<br>202 | - -<br>202 |
| 75-80 | - -<br>103 | - 2<br>103 | 1 2<br>201 | 1 -<br>201 | - -<br>202 | - -<br>202 | - -<br>222 |
| 81-85 | - -<br>103 | - -<br>201 | 2 -<br>201 | - -<br>202 | - -<br>202 | - -<br>222 | - -<br>222 |
| 86-90 | - -<br>201 | - -<br>201 | - -<br>202 | - -<br>202 | - -<br>222 | - -<br>222 | - -<br>222A |
| 91 + | - -<br>201 | - -<br>202 | - -<br>202 | - -<br>222 | - -<br>222 | - -<br>222A | - -<br>222A |

Two Years French

| A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|
| 2 23<br>101 | 9 31<br>101 | 3 6<br>102 | - 2<br>102 | - -<br>103 | - -<br>103 | - -<br>201 |
| 4 25<br>101 | 10 64<br>102 | 1 5<br>102 | 1 -<br>103 | - -<br>103 | - -<br>201 | - -<br>201 |
| 5 20<br>102 | 19 50<br>102 | 13 18<br>103 | - 4<br>103 | - -<br>201 | - -<br>201 | - -<br>202 |
| 1 15<br>102 | 15 47<br>103 | 11 11<br>103 | 2 2<br>201 | - 1<br>201 | - -<br>202 | - -<br>202 |
| - 1<br>103 | 5 8<br>103 | 9 9<br>201 | 5 6<br>201 | 1 -<br>202 | - -<br>202 | 1 1<br>222 |
| - -<br>103 | - 1<br>201 | 3 3<br>201 | 5 3<br>202 | 1 -<br>202 | - -<br>222 | - -<br>222 |
| - -<br>201 | - -<br>201 | 3 1<br>202 | 1 1<br>202 | 1 -<br>222 | 1 -<br>222 | - 1<br>222A |
| - -<br>201 | - -<br>202 | - -<br>202 | - -<br>222 | - -<br>222 | 2 1<br>222A | 1 1<br>222A |

Three Years French

| | | | | | | |
|---|---|---|---|---|---|---|
| 0-56 | - 1<br>101 | 3 8<br>101 | 1 1<br>102 | - 2<br>102 | - -<br>103 | - -<br>103 | - -<br>201 |
| 57-62 | - 1<br>101 | 5 6<br>102 | 1 11<br>102 | 1 1<br>103 | - 1<br>103 | - -<br>201 | - -<br>201 |
| 63-67 | - 1<br>102 | 3 16<br>102 | 10 23<br>103 | 2 5<br>103 | 1 1<br>201 | 1 -<br>201 | - -<br>202 |
| 68-74 | - 1<br>102 | 5 16<br>103 | 12 32<br>103 | 6 11<br>201 | 4 2<br>201 | 1 1<br>202 | - -<br>202 |
| 75-80 | - 1<br>103 | 1 7<br>103 | 9 8<br>201 | 4 9<br>201 | 3 4<br>202 | 2 -<br>202 | 1 -<br>222 |
| 81-85 | - -<br>103 | - -<br>201 | 2 4<br>201 | 8 13<br>202 | 4 4<br>202 | 3 -<br>222 | 1 -<br>222 |
| 86-90 | - -<br>201 | - -<br>201 | 1 1<br>202 | 4 1<br>202 | 1 3<br>222 | 3 3<br>222 | - 2<br>222A |
| 91 + | - -<br>201 | - -<br>202 | - -<br>202 | 1 1<br>222 | 3 -<br>222 | 5 1<br>222A | 5 1<br>222A |

Four Years French

| | | | | | | |
|---|---|---|---|---|---|---|
| - -<br>101 | 1 3<br>101 | - -<br>102 | - -<br>102 | 1 -<br>103 | - -<br>103 | - -<br>201 |
| - -<br>101 | 2 -<br>102 | 3 -<br>102 | 1 -<br>103 | - 1<br>103 | - -<br>201 | - -<br>201 |
| - -<br>102 | 1 3<br>102 | 5 3<br>103 | 2 2<br>103 | 2 -<br>201 | - -<br>201 | - -<br>202 |
| - -<br>102 | - 1<br>103 | 9 4<br>103 | 7 5<br>201 | 5 1<br>201 | 3 3<br>202 | 1 1<br>202 |
| - -<br>103 | - -<br>103 | 7 6<br>201 | 11 2<br>201 | 12 3<br>202 | 9 6<br>202 | 2 -<br>222 |
| - -<br>103 | - -<br>201 | 3 1<br>201 | 9 2<br>202 | 9 1<br>202 | 13 4<br>222 | 7 2<br>222 |
| - -<br>201 | - -<br>201 | 2 -<br>202 | 3 -<br>202 | 5 1<br>222 | 15 4<br>222 | 11 -<br>222A |
| - -<br>201 | - -<br>202 | - -<br>202 | 2 -<br>222 | 6 1<br>222 | 20 4<br>222A | 45 3<br>222A |

Table 7

Course placement of Spanish examinees by number of years of high school Spanish and length of delay, Autumn Quarter 1968 (N = 927)

Reading Comprehension Scores (Converted)

Listening Comprehension Scores (Converted)

Less than one year delay / one year or more delay

### One Year Spanish

| | 128-138 | 139-146 | 147-154 | 155-161 | 162-167 | 168-173 | 174 + |
|---|---|---|---|---|---|---|---|
| 123-137 | - 2<br>101 | - 3<br>101 | - 2<br>101 | - 1<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 138-147 | 1 -<br>101 | 3 9<br>102 | 6 5<br>102 | - 2<br>102 | - -<br>102 | - -<br>103 | - -<br>103 |
| 148-154 | - -<br>101 | - 1<br>102 | - 2<br>103 | - 1<br>103 | - -<br>103 | - -<br>201 | - -<br>201 |
| 155-160 | - -<br>102 | - -<br>102 | - -<br>103 | - -<br>201 | - -<br>201 | - -<br>201 | - -<br>202 |
| 161-168 | - -<br>102 | - -<br>102 | - -<br>103 | - -<br>201 | 1 -<br>202 | - -<br>202 | - -<br>202 |
| 169-175 | - -<br>102 | - -<br>103 | - -<br>201 | - -<br>201 | - -<br>202 | - -<br>203 | - -<br>203A |
| 176 + | - -<br>102 | - -<br>103 | - -<br>201 | - -<br>202 | - -<br>202 | - -<br>203A | 2 -<br>203A |

### Two Years Spanish

| | 128-138 | 139-146 | 147-154 | 155-161 | 162-167 | 168-173 | 174 + |
|---|---|---|---|---|---|---|---|
| 123-137 | - 8<br>101 | 3 31<br>101 | - 10<br>101 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 138-147 | - 13<br>101 | 14 100<br>102 | 17 77<br>102 | 7 13<br>102 | - 1<br>102 | 1 -<br>103 | - -<br>103 |
| 148-154 | - -<br>101 | 5 17<br>102 | 14 35<br>103 | 4 15<br>103 | - 3<br>103 | - -<br>201 | - -<br>201 |
| 155-160 | - -<br>102 | - -<br>102 | 3 8<br>103 | 7 8<br>201 | 2 3<br>201 | 2 -<br>201 | 1 -<br>202 |
| 161-168 | - -<br>102 | - -<br>102 | 1 5<br>103 | 2 2<br>201 | 4 2<br>202 | 2 2<br>202 | 1 -<br>202 |
| 169-175 | - -<br>102 | - -<br>103 | - -<br>201 | - -<br>201 | 1 -<br>202 | 1 -<br>203 | 3 2<br>203A |
| 176 + | - -<br>102 | - -<br>103 | - -<br>201 | - 1<br>202 | - 2<br>202 | - 1<br>203A | 1 4<br>203A |

### Three Years Spanish

| | 128-138 | 139-146 | 147-154 | 155-161 | 162-167 | 168-173 | 174 + |
|---|---|---|---|---|---|---|---|
| 123-137 | - 1<br>101 | - 2<br>101 | - 1<br>101 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 138-147 | - 2<br>101 | - 10<br>102 | 2 22<br>102 | 2 20<br>102 | - 1<br>102 | 1 1<br>103 | - -<br>103 |
| 148-154 | - -<br>101 | 1 7<br>102 | 1 16<br>103 | 7 14<br>103 | 2 5<br>103 | 1 2<br>201 | 2 -<br>201 |
| 155-160 | - -<br>102 | - 2<br>102 | 4 5<br>103 | 3 5<br>201 | 2 8<br>201 | - 5<br>201 | - -<br>202 |
| 161-168 | - -<br>102 | 1 -<br>102 | 1 3<br>103 | 3 7<br>201 | 1 4<br>202 | 3 6<br>202 | 3 6<br>202 |
| 169-175 | - -<br>102 | - -<br>103 | - -<br>201 | 2 1<br>201 | - 2<br>202 | 2 1<br>203 | 4 3<br>203A |
| 176 + | - -<br>102 | - -<br>103 | - -<br>201 | - -<br>202 | - 2<br>202 | - -<br>203A | 1 9<br>203A |

### Four Years Spanish

| | 128-138 | 139-146 | 147-154 | 155-161 | 162-167 | 168-173 | 174 + |
|---|---|---|---|---|---|---|---|
| 123-137 | - 1<br>101 | - -<br>101 | - -<br>101 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 138-147 | - -<br>101 | - -<br>102 | - 2<br>102 | 2 -<br>102 | 3 -<br>102 | - -<br>103 | - -<br>103 |
| 148-154 | - -<br>101 | 1 -<br>102 | 5 2<br>103 | 5 2<br>103 | 5 1<br>103 | 2 1<br>201 | - -<br>201 |
| 155-160 | - -<br>102 | - -<br>102 | - 2<br>103 | 5 2<br>201 | 2 -<br>201 | 3 -<br>201 | 7 2<br>202 |
| 161-168 | - -<br>102 | - -<br>102 | 1 -<br>103 | 4 -<br>201 | 2 -<br>202 | 7 7<br>202 | 13 2<br>202 |
| 169-175 | - -<br>102 | - -<br>103 | 1 -<br>201 | 2 -<br>201 | 6 -<br>202 | 3 3<br>203 | 32 8<br>203A |
| 176 + | - -<br>102 | - -<br>103 | - -<br>201 | 1 -<br>202 | - -<br>202 | 1 -<br>203A | 46 11<br>203A |

Table 8

Tentative course placement of German examinees by number of years of high school German and length of delay, Autumn Quarter 1968 (N = 726)

Reading Comprehension Scores (Converted)

Listening Comprehension Scores (Converted)

One Year German

| Less than one year delay / one year or more delay | 128-142 | 143-152 | 153-160 | 161-167 | 168-171 | 172-176 | 177 + |
|---|---|---|---|---|---|---|---|
| 127-136 | - -<br>101 | - 1<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 |
| 137-140 | 2 5<br>101 | - 5<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 141-146 | - 4<br>101 | 4 2<br>102 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 147-155 | - 2<br>101 | 1 3<br>102 | 1 1<br>103 | - 1<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 156-161 | 1 -<br>101 | - 1<br>102 | 1 -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 162-169 | - -<br>101 | - -<br>102 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 170 + | - -<br>101 | - -<br>102 | - -<br>103 | - -<br>103 | - -<br>103 | - -<br>103 | 1 1<br>203A |

Two Years German

| Less than one year delay / one year or more delay | 128-142 | 143-152 | 153-160 | 161-167 | 168-171 | 172-176 | 177 + |
|---|---|---|---|---|---|---|---|
| 127-136 | - 7<br>101 | 1 4<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 |
| 137-140 | 6 26<br>101 | 9 27<br>102 | - 3<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 141-146 | 5 20<br>101 | 24 49<br>102 | 8 13<br>103 | 1 2<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 147-155 | 3 8<br>101 | 29 45<br>102 | 24 18<br>103 | 2 3<br>201 | 1 -<br>201 | - -<br>201 | - -<br>201 |
| 156-161 | 1 1<br>101 | 5 7<br>102 | 13 6<br>103 | 7 2<br>201 | 1 1<br>201 | - -<br>201 | - -<br>201 |
| 162-169 | - -<br>101 | - -<br>102 | 3 2<br>103 | 9 2<br>201 | 4 3<br>201 | 2 -<br>201 | 1 1<br>201 |
| 170 + | - -<br>101 | - -<br>102 | - -<br>103 | 1 -<br>201 | 1 -<br>201 | 6 -<br>201 | 5 -<br>203A |

Three Years German

| Listening Comprehension Scores (Converted) | 128-142 | 143-152 | 153-160 | 161-167 | 168-171 | 172-176 | 177 + |
|---|---|---|---|---|---|---|---|
| 127-136 | - -<br>101 | - 1<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 |
| 137-140 | 1 2<br>101 | 1 2<br>102 | - 2<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 141-146 | 1 3<br>101 | 2 11<br>102 | - 2<br>103 | - 1<br>103 | - -<br>103 | - -<br>103 | - -<br>103 |
| 147-155 | 1 1<br>101 | 8 9<br>102 | 17 14<br>103 | 3 4<br>201 | - -<br>201 | 1 -<br>201 | - 1<br>201 |
| 156-161 | - -<br>101 | 4 2<br>102 | 7 5<br>103 | 5 3<br>201 | 7 2<br>202 | 2 -<br>202 | 1 -<br>202 |
| 162-169 | - -<br>101 | - 1<br>102 | 5 3<br>103 | 7 6<br>201 | 8 2<br>202 | 2 3<br>203 | 1 1<br>203 |
| 170 + | - -<br>101 | - -<br>102 | - -<br>103 | 1 -<br>201 | 2 3<br>202 | 1 4<br>203 | 7 5<br>203A |

Four Years German

| 127-136 | - -<br>101 | - 1<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 | - -<br>101 |
|---|---|---|---|---|---|---|---|
| 137-140 | - -<br>101 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 | - -<br>102 |
| 141-146 | - -<br>101 | 1 1<br>102 | - -<br>103 | - -<br>103 | - 1<br>103 | - -<br>103 | - -<br>103 |
| 147-155 | - -<br>101 | - 2<br>102 | 6 -<br>103 | 4 -<br>201 | 3 -<br>201 | 1 -<br>201 | - -<br>201 |
| 156-161 | - -<br>101 | - -<br>102 | - -<br>103 | 4 -<br>201 | 1 -<br>202 | 1 1<br>202 | - -<br>202 |
| 162-169 | - -<br>101 | - -<br>102 | 6 2<br>103 | 6 1<br>201 | 5 2<br>202 | 4 2<br>203 | 5 1<br>203 |
| 170 + | - -<br>101 | - -<br>102 | - -<br>103 | - -<br>201 | 1 -<br>202 | 1 -<br>203 | 14 2<br>203A |

Table 9

Course placement of German examinees by number of years of high school German and length of delay, Autumn Quarter 1968 (N = 618)

Tentative Placement Categories

Less than one year delay / one year or more delay

One Year German

| Grammar Test Results | 102 | 103 | 201 | 202 | 203 | 203A |
|---|---|---|---|---|---|---|
| High | 3 5<br>102 | 2 1<br>103 | | | | 1 1<br>203A |
| Low | 2 6<br>101 | - 1<br>102 | | | | - -<br>103 |

Two Years German

| Grammar Test Results | 102 | 103 | 201 | 202 | 203 | 203A |
|---|---|---|---|---|---|---|
| High | 36 67<br>102 | 33 26<br>103 | 27 8<br>201 | | | 4 -<br>203A |
| Low | 31 64<br>101 | 16 15<br>102 | 8 4<br>103 | | | 1 -<br>201 |

Three Years German

| Grammar Test Results | 102 | 103 | 201 | 202 | 203 | 203A |
|---|---|---|---|---|---|---|
| High | 12 15<br>102 | 25 17<br>103 | 14 9<br>201 | 12 5<br>202 | 2 3<br>203 | 6 3<br>203A |
| Low | 3 12<br>101 | 4 8<br>102 | 3 5<br>103 | 8 2<br>201 | 2 5<br>202 | 1 2<br>203 |

Four Years German

| Grammar Test Results | 102 | 103 | 201 | 202 | 203 | 203A |
|---|---|---|---|---|---|---|
| High | - 3<br>102 | 10 3<br>103 | 15 1<br>201 | 6 2<br>202 | 9 1<br>203 | 9 1<br>203A |
| Low | 1 -<br>101 | 2 -<br>102 | 3 -<br>103 | 2 1<br>201 | 1 2<br>202 | 5 1<br>203 |

High and low converted grammar scores for each tentative placement are shown below:

| | 101 | 102 | 103 | 201 | 202 | 203 | 203A |
|---|---|---|---|---|---|---|---|
| High | | 37+ | 41+ | 50+ | 57+ | 74+ | 80+ |
| Low | | 0-36 | 0-40 | 0-49 | 0-56 | 0-73 | 0-79 |

Table 10

Percentages of French examinees initially assigned to each course level by number of years of high school French and length of delay, Autumn Quarter 1968 (N = 1150)

One Year French

| | Less than one year delay | More than one year delay |
|---|---|---|
| 101 | 7.1 | 38.9 |
| 102 | 28.6 | 16.7 |
| 103 | 35.7 | 33.3 |
| 201 | 28.6 | 11.1 |
| 202 | -- | -- |
| 222 | -- | -- |
| 222A | -- | -- |
| N | 14 | 18 |

Two Years French

| | Less than one year delay | More than one year delay |
|---|---|---|
| 101 | 11.1 | 21.9 |
| 102 | 28.9 | 44.9 |
| 103 | 33.3 | 24.7 |
| 201 | 14.1 | 6.1 |
| 202 | 8.1 | 1.4 |
| 222 | 2.2 | 0.3 |
| 222A | 2.2 | 0.8 |
| N | 135 | 361 |

Three Years French

| | Less than one year delay | More than one year delay |
|---|---|---|
| 101 | 2.6 | 4.9 |
| 102 | 8.5 | 18.6 |
| 103 | 26.5 | 42.2 |
| 201 | 23.1 | 17.2 |
| 202 | 19.7 | 11.8 |
| 222 | 11.1 | 3.4 |
| 222A | 8.5 | 2.0 |
| N | 117 | 204 |

Four Years French

| | Less than one year delay | More than one year delay |
|---|---|---|
| 101 | 0.4 | 4.5 |
| 102 | 2.6 | 4.5 |
| 103 | 7.7 | 16.4 |
| 201 | 15.0 | 22.4 |
| 202 | 20.5 | 23.9 |
| 222 | 21.4 | 17.9 |
| 222A | 32.5 | 10.4 |
| N | 234 | 67 |

A Eligible to apply for proficiency requirement.

Table 11

Percentages of Spanish examinees initially assigned to each course level by number of years of high school Spanish and length of delay, Autumn Quarter 1968 (N = 927)

One Year Spanish

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 7.7 | 25.0 |
| 102 | 69.2 | 64.3 |
| 103 | -- | 10.7 |
| 201 | -- | -- |
| 202 | 7.7 | -- |
| 203 | -- | -- |
| 203A | 15.4 | -- |
| N | 13 | 28 |

Two Years Spanish

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 3.1 | 17.1 |
| 102 | 44.8 | 57.3 |
| 103 | 24.0 | 18.2 |
| 201 | 13.5 | 3.6 |
| 202 | 9.4 | 1.9 |
| 203 | 1.0 | -- |
| 203A | 4.2 | 1.9 |
| N | 96 | 363 |

Three Years Spanish

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | -- | 3.5 |
| 102 | 12.2 | 35.8 |
| 103 | 32.7 | 25.4 |
| 201 | 26.5 | 16.2 |
| 202 | 14.3 | 11.6 |
| 203 | 4.1 | 0.6 |
| 203A | 10.2 | 6.9 |
| N | 49 | 173 |

Four Years Spanish

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | -- | 2.2 |
| 102 | 3.8 | 4.3 |
| 103 | 10.1 | 15.2 |
| 201 | 11.9 | 6.5 |
| 202 | 22.6 | 23.9 |
| 203 | 1.9 | 6.5 |
| 203A | 49.7 | 41.3 |
| N | 159 | 46 |

A Eligible to apply for proficiency requirement.

Table 12

Percentages of German examinees initially assigned to each course level by number of years of high school German and length of delay, Autumn Quarter 1968 (N = 726)

One Year German

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 45.5 | 69.2 |
| 102 | 27.3 | 23.1 |
| 103 | 18.2 | 3.8 |
| 203A | 9.1 | 3.8 |
| N | 11 | 26 |

Two Years German

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 33.1 | 52.0 |
| 102 | 24.4 | 32.8 |
| 103 | 23.8 | 12.0 |
| 201 | 16.3 | 3.2 |
| 203A | 2.3 | -- |
| N | 172 | 250 |

Three Years German

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 6.3 | 20.4 |
| 102 | 16.8 | 24.7 |
| 103 | 29.5 | 23.7 |
| 201 | 23.2 | 11.8 |
| 202 | 14.7 | 10.8 |
| 203 | 3.2 | 5.4 |
| 203A | 6.3 | 3.2 |
| N | 95 | 93 |

Four Years German

| Less than one year delay | | More than one year delay |
|---|---|---|
| 101 | 1.6 | 6.3 |
| 102 | 3.2 | 18.8 |
| 103 | 20.6 | 18.8 |
| 201 | 27.0 | 12.5 |
| 202 | 11.1 | 25.0 |
| 203 | 22.2 | 12.5 |
| 203A | 14.3 | 6.3 |
| N | 63 | 16 |

A Eligible to apply for proficiency requirement.

Table 13

Course placement of Latin examinees tested Autumn Quarter 1968 (N = 331)

| ETS Coop, Form L Total Score | High School Preparation | Placement | N | % |
|---|---|---|---|---|
| 76+ | Non-Applicable | Exempt | 5 | 1.5 |
| 69-75 | Less than 4 semesters | Begin with Latin 101 or consult Classics Dept. | 0 | -- |
| | 4-6 semesters | Latin 202 and 207 (Winter)<br>Latin 203 and 208 (Spring) | 7 | 2.1 |
| | 7-8 semesters | Latin 203 (Spring) | 5 | 1.5 |
| 58-68 | Less than 4 semesters | Begin with Latin 101 or consult Classics Dept. | 1 | 0.3 |
| | 4-6 semesters | Latin 201 and 206 (Autumn)<br>Latin 202 and 207 (Winter)<br>Latin 203 and 208 (Spring) | 42 | 12.7 |
| | 7-8 semesters | Latin 202 and 207 (Winter)<br>Latin 203 and 208 (Spring) | 20 | 6.0 |
| Below 58 | Less than 4 semesters | Begin with Latin 101 or consult Classics Dept. | 10 | 3.0 |
| | 4-8 semesters | Latin 201 and 206 (Autumn)<br>Latin 202 and 207 (Winter)<br>Latin 203 and 208 (Spring) | 241 | 72.8 |